## **ELEMENTARY ENGLISH LANGUAGE ARTS - Participation v1.5**

Grade Span	Emerging	Attained	Surpassed
Elementary	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who is <b>emerging toward the</b>	Based on the <i>Participation EGLCEs</i> , a student who has <b>attained the</b>	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who has <b>surpassed the</b>
General Statement	performance standard should typically, with considerable to moderate assistance, be able to	performance standard should typically, with considerable to moderate assistance, be able to	performance standard should typically, with moderate to limited assistance, be able to
	Accessing Information:	Accessing Information:	Accessing Information:
	Word Study	Word Study	Word Study
	recognize a <i>few</i> frequently	recognize some frequently encountered	recognize <i>many</i> frequently encountered
	encountered objects and/or pictures	objects and/or pictures paired with	objects and/or pictures paired with
	paired with words (e.g., name,	words (e.g., name, survival	words (e.g., name, survival
	survival words/symbols).	words/symbols).	words/symbols).
	Accessing Information:	Accessing Information:	Accessing Information:
	Comprehension	Comprehension	Comprehension
	demonstrate <i>limited understanding</i> of	demonstrate basic understanding of	demonstrate <i>understanding</i> of simple
	simple text elements (e.g., main	simple text elements (e.g., main characters, setting).	text elements (e.g., main characters, setting).
Elementary	characters, setting).	Characters, setting).	Secting).
Liementary	demonstrate <i>limited understanding</i> of	demonstrate <i>basic understanding</i> of	demonstrate <i>understanding</i> of simple
Performance Level Descriptor	simple directions regarding routines.	simple directions regarding routines.	directions regarding routines.
-	Expressing Ideas	Expressing Ideas	Expressing Ideas
	respond to prompts with the expression of <i>limited ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).	respond to prompts with the expression of basic ideas related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).	respond to prompts with the expression of <i>ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions).  maintain conversational focus (e.g., eye
	maintain <i>limited</i> conversational focus (e.g., eye contact).	(e.g., eye contact).	contact).

 $<sup>^{\</sup>rm 1}$  When using age/grade appropriate instructional materials.

## MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - Participation

Grade Span	Emerging	Attained	Surpassed
Middle School	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a
	student who is <b>emerging toward the</b>	student who has <b>attained the</b>	student who has <b>surpassed the</b>
General Statement	performance standard should	performance standard should	performance standard should
	typically, with considerable to moderate	typically, with considerable to moderate	typically, with moderate to limited
	assistance, be able to	assistance, be able to	assistance, be able to
	Accessing Information:	Accessing Information:	Accessing Information:
	Word Study	Word Study	Word Study
	recognize and demonstrate limited	recognize and demonstrate basic	recognize and demonstrate
	understanding of a few frequently	understanding of some frequently	understanding of many frequently
	encountered objects and/or pictures	encountered objects and/or pictures	encountered objects and/or pictures
	paired with words (e.g., name, survival	paired with words.	paired with words.
	words/symbols).  Accessing Information:	Accessing Information:	Accessing Information:
	Comprehension	Comprehension	Comprehension
	demonstrate <i>limited understanding</i> of	demonstrate basic understanding of	demonstrate <i>understanding</i> of simple
	simple text elements (e.g., main	simple text elements (e.g., main	text elements (e.g., main characters,
	characters, setting).	characters, setting).	setting).
Middle School	3,	3,	3,
Performance	demonstrate limited understanding of	demonstrate basic understanding of	demonstrate <i>understanding</i> of simple
Level Descriptor	simple questions regarding familiar	simple questions regarding familiar	questions regarding familiar routines and
Level Descriptor	routines and experiences.	routines and experiences.	experiences.
	Expressing Ideas	Expressing Ideas	Expressing Ideas
	respond to prompts with <i>limited ideas</i>	respond to prompts with basic ideas	respond to prompts with <i>ideas</i> related to
	related to informational, functional or	related to informational, functional or	informational, functional or personal text
	personal text and experiences (e.g.,	personal text and experiences (e.g.,	and experiences (e.g., contributing to
	contributing to classroom discussions,	contributing to classroom discussions,	classroom discussions, using appropriate
	using appropriate	using appropriate	language/ expressions).
	language/expressions).	language/expressions).	
	posintain limited convenantional forms	maintain basis sanyawastianal facus	maintain conversational focus and
	maintain <i>limited</i> conversational focus	maintain <i>basic</i> conversational focus and	participation (e.g., eye contact, gesture,
	and participation (e.g., eye contact,	participation (e.g., eye contact, gesture,	expressions).
	gesture, expressions).	expressions).	

<sup>&</sup>lt;sup>1</sup> When using age/grade appropriate instructional materials.

## **HIGH SCHOOL ENGLISH LANGUAGE ARTS- Participation**

Grade Span	Emerging	Attained	Surpassed
	Based on the <i>Participation EBs</i> , <sup>1</sup> a	Based on the <i>Participation EBs</i> , <sup>1</sup> a	Based on the <i>Participation EBs</i> , <sup>1</sup> a
High School	student who is <b>emerging toward the</b>	student who has <b>attained the</b>	student who has <b>surpassed the</b>
	performance standard should	performance standard should	performance standard should
General Statement	typically, with considerable to moderate	typically, with considerable to moderate	typically, with moderate to limited
	assistance, be able to	assistance, be able to	assistance, be able to
	Accessing Information:	Accessing Information:	Accessing Information:
	Word Study	Word Study	Word Study
	recognize and demonstrate limited	recognize and demonstrate basic	recognize and demonstrate
	understanding of a few frequently	understanding of some frequently	understanding of many frequently
	encountered objects and/or pictures	encountered objects and/or pictures	encountered objects and/or pictures
	paired with words (e.g., name, survival	paired with words (e.g., name, survival	paired with words (e.g., name, survival
High School	words/symbols) in specific contexts	words/symbols) in specific contexts	words/symbols) in specific contexts
	(e.g., vocational, recreational).	(e.g., vocational, recreational).	(e.g., vocational, recreational).
Performance	Accessing Information:	Accessing Information:	Accessing Information:
Level Descriptor	Comprehension	Comprehension	Comprehension
	demonstrate <i>limited understanding</i> of	demonstrate basic understanding of	demonstrate <i>understanding</i> of simple
	simple text elements (e.g., main	simple text elements (e.g., main	text elements (e.g., main characters,
	characters, setting).	characters, setting).	setting).
	demonstrate <i>limited understanding</i> of	demonstrate <i>basic understanding</i> of	demonstrate <i>understanding</i> of simple
	simple questions related to assigned	simple questions related to assigned	questions related to assigned tasks.
	tasks.	tasks.	
	Expressing Ideas	Expressing Ideas	Expressing Ideas
	respond to prompts with limited ideas	respond to prompts with basic ideas	respond to prompts with ideas related to
	related to informational, functional or	related to informational, functional or	informational, functional or personal text
	personal text and experiences (e.g.,	personal text and experiences (e.g.,	and experiences (e.g., contributing to
	contributing to classroom discussions,	contributing to classroom discussions,	classroom discussions, using appropriate
	using appropriate	using appropriate	language/ expressions).
	language/expressions).	language/expressions).	
			maintain conversational focus and
	maintain <i>limited</i> conversational focus	maintain <i>basic</i> conversational focus and	participation (e.g., eye contact, gesture,
	and participation (e.g., eye contact,	participation (e.g., eye contact, gesture,	expressions).
	gesture, expressions).	expressions).	

<sup>&</sup>lt;sup>1</sup> When using age/grade appropriate instructional materials.